

"NOBODY'S PERFECT"

acceptance, empathy

or

"MY NEW FAMILY"

adoption, blended families

2-Day Interactive Read Aloud Lesson Plan:

***Corduroy* by Don Freeman**

Rationale and overview:

Corduroy is a fictional narrative and picture book written in 1968 by Don Freeman. It tells the story of a stuffed bear for sale in a department store who gets passed over by a little girl's mother because his overalls are missing a button. Convinced that if he can fix his outfit he will surely be adopted and well-loved by someone, Corduroy goes on a grand night-time adventure through the store in search of his missing button, only to be returned unsuccessful to his shelf by the store's night watchman. The next day, the little girl returns to buy Corduroy despite his imperfections using her very own savings, and takes him home where she sews a button on his overalls and makes him her closest companion.

This book is one that McGee and Schickedanz (2007) would describe as a "sophisticated picture book". This is a story with a complex plot that requires children to make numerous inferences about the main characters' motivations and emotions as the story plot unfolds. For example, children must infer the logic behind Corduroy's sojourn through the department store since the bear's motives are not explicitly stated in the text. Children are also afforded an opportunity to speculate about the thinking and emotions of Lisa's mother and of Lisa herself, who initially reject, but then later accept the little bear into their lives. *The themes of rejection, acceptance, friendship and caring woven through the story should resonate with children as they are helped to connect the story with their own experiences.* The story also uses interesting language, including rich "tier 2" vocabulary (e.g. escalator, admiring, gasped, toppling, fastened) and complex sentence structures. The story would be appropriate as a read-aloud for children in preK or kindergarten.

Context: PreK class of 15 children, in the early *productive language use* stage of second language acquisition.

Learning Objectives:

1. Students will be able to understand and explain some of the key problems that Corduroy faces in the story, and how they get resolved.
2. Students will be able to share personal connections to the book themes, wishing for something very badly, or being loved and accepted the way you are, treating others as you would wish to be treated, everyone has value, no one is perfect - each of us has flaws.
3. Students will be able to understand and use new vocabulary from the book, including the words *overalls*, *mattress*, and *escalator*.
4. Students will be able to use emergent writing to write their own name and record the name of their favorite stuffed animal or toy on a shared writing chart.

Materials:

Book- Corduroy, a swatch of corduroy fabric, a pair of overalls, chart paper and markers, lined drawing paper

DAY 1

A. BEFORE READING:

1. Anticipatory activity:

The teacher will share a brief anecdote about a favorite stuffed animal she had when she was little. She will then ask students if they have a favorite stuffed animal or toy at home. Students will be given a few minutes to turn and talk to share with a partner. A few volunteers will be asked to share with the whole class.

2. Book introduction

a. Say to the students: ““This is a story about a little stuffed bear named Corduroy. His name comes from the kind of material his overalls are made from (show sample). Corduroy lives in a department store with other toys but he wants very badly for someone buy him and take him home – so he can be someone’s favorite just like you have your favorite animal. There’s a problem though. He’s missing a button on his overalls so he doesn’t look new to the people who come into the store. Let’s read to find out if Corduroy can find his button, and if someone will buy him and take him home!”

b. . during reading: Read the book aloud in an animated manner, using voice and facial expressions to help students derive meaning from the text. In addition, provide the following supports:

3. Vocabulary support techniques: To be used during the reading.

Overalls: Point to illustration and explain: “These are overalls. They have two straps that button or snap over your shoulders.” Show real-life object

Department store: Define/explain: “A department store is a large store that sells all kinds of things in different areas. It might have a furniture department, a toy department, and a clothing department.”

Escalator: Point to illustration; explain that “An escalator is a moving staircase that takes you from one floor to another.”

Mattress: Point to illustration

Night watchman: Explain, “This is like a policeman who is in charge of making sure a store is safe at night.”

Gasped: Demonstrate a “gasp” using your tone of voice.

Fastened: Demonstrate word meaning with a “fastening” gesture of your hand.

4. Think-aloud analytic comments and predicting questions:

1. *Responding with feelings on p. 3:* Say, “I feel bad for Corduroy. I’ll bet he’s lonely in that big department store; I wonder how he is feeling; I wonder how I would feel if I were Corduroy.”

2. *Responding with connections on p. 10:* “This picture reminds me of a place I once went to buy a new mattress for my bed; have you ever been to a place like this?”

3. *Responding with a prediction on p. 11:* “Uh-oh. Corduroy is pulling on that button so hard. I’ll bet it’s going to snap off and he’s going to go flying; how will it feel when he isn’t the way he was before?”

4. *Responding with an inference on p. 17:* “Wow. I’ll bet Corduroy felt so excited when he saw Lisa come back to buy him. I think now he’s going to get to go home with her. “

5. *Asking children to predict:* on p. 13, after Corduroy knocks over the lamp with a loud crashing noise, say, “Wow, I’ll bet that made a really loud noise. What do you think is going to happen now?”

6. *Asking children to predict:* On p. 22, after Lisa takes Corduroy home from the store, ask: “What do you think Lisa’s going to do with Corduroy when she gets him home?”

C. AFTER READING:

5. Open ended questions: To be discussed after reading

1. Why do you think Corduroy was so eager for someone to take him home?
2. Why didn't Corduroy just stay on his shelf and hope that Lisa would come back to get him another day? **(****This is the big WHY questions that pulls that plot together)**
3. How do you think Corduroy felt when he was wandering around by himself upstairs in the dark store at night? Why?
4. When he's upstairs in the store, why does Corduroy say, "This must be a palace?"
5. How do you think Corduroy felt his first night at home with Lisa? How do you think Lisa felt?

DAY 2: Repeated Reading

BEFORE READING:

1. Remind children about the book they read yesterday:

Say, "Children, we read this book yesterday?"

Do you remember who the book is about? What's the name of the main character?

You probably remember that Corduroy goes off on a big adventure in his department store. Who can remember why Corduroy left his shelf and went wandering through the store by himself? (Children try to summarize the plot). What was Corduroy missing and what did he decide to do about it?

DURING READING:

2. Revisit vocabulary, revisit feeling about the story line:

Reread the story to children, revisiting the same vocabulary, but adding more explicit definitions of words. Because the children have had time to process the story overnight, some feelings may have arisen about the story's application in their own lives.

Escalator: Point to illustration AND ask children briefly, “Who can tell us what an escalator is?”

Mattress: Point to illustration AND explain that a mattress is the soft, bouncy mat on top of our beds.

Night Watchman: Ask, “Who remembers what a “night watchman is?”

Fastened: Demonstrate AND explain that “when a strap is fastened, that means it’s closed and held on tightly.”

Gasped: Explain that “gasped means that he showed surprise with his voice, by sucking in the air,” like this (demonstrate with your voice).

3. Make additional analytic/think aloud comments to probe details that weren’t explored on Day 1: (with a focus on secondary characters)

1. Responding with an inference and a question on p. 6: “It sounds like Corduroy didn’t even realize he was missing a button. I wonder how he lost the button on his overalls.”

2. Responding with an inference on p12: “It sounds like the night watchman is really surprised to find a teddy bear on the bed. I’ll bet he doesn’t realize that Corduroy came to life and went up the escalator by himself.”

3. Responding with an inference On p. 16: “Lisa must have been saving her money for a long time to be able to buy a teddy bear with her own money.”

4. Responding with feelings on p. 17: “That was really nice of Lisa’s mommy to bring her back to the store.

AFTER READING

4. After Reading “Explanation” Questions:

1. At the beginning of the story Lisa’s mom tells her she’s not going to get her the teddy bear. She says, “I’ve spent too much already” and that the teddy bear doesn’t even look new. What do you think Lisa did after she went home that day with her mom?

2. Why does Corduroy think that it’s so important to find his missing button?

3. Why do you think Corduroy says at the end of the story, "You must be a friend"?
4. What's your favorite part of the story?

5. Extension activities:

a. Story retell opportunity:

During small group time, I will model for children how to reenact the story using stuffed animals and dolls (Corduroy, Lisa, Mother, Night Watchman), and using the book as a reference. I will begin by making the Lisa and Mother dolls walk over to a shelf where Corduroy is sitting, and have Lisa say in a little girl voice, "Oh look Mommy. What a cute bear! Can I have him?" I will then have the mother say (in a mommy voice), "No Lisa. I've spent too much money and he's missing a button on his overalls. Look!" I will then ask for the children's help using the dolls to reenact other scenes from the story. When the lesson is over, I will place the bear and dolls in the library center along with a copy of *Corduroy*, and encourage the children to reenact the story on their own during center time.

b. Shared writing/Print referencing :

The teacher will create a "Shared Writing" chart frame using the question, "Who is YOUR favorite toy or stuffed animal friend at home?" I will read aloud the question, pointing to each word as I read it (print referencing). I will then invite children to share and write in response to the question during small group time. I will begin by modeling my own personal connection. I will think out loud in front of the class about a stuffed koala I had as a child, and how I loved to snuggle up with it at night. I will then demonstrate the writing process by writing my name in the left column, and then write "koala" on the right column. She will demonstrate for children how to stretch out a word to listen for the sounds (phonemic awareness) as you write (e.g. "koala.....kkkkk ooooo aaaaa llllll aaaaaa). She will draw a little picture next to the word as a visual cue.

Note: For Preschool children who are not yet ready to write using this word-stretching, phonetic spelling strategy, (especially the 3-year olds), the teacher can ask the child to dictate what they want to write, or the child can write only his or her name.

Alternative extension activity: Children draw/write about their favorite part of the story. The teacher uses the same strategy as above to demonstrate the process.

6. Assessment:

The teacher will observe and listen to children's participation in discussion before, during and after reading to determine if children are meeting lesson objectives. She will also converse briefly with each child during the extension activity to determine to what degree children are able to make personal connections to the book theme based on their own experiences. She will take anecdotal notes to record her observations of individual children.

7. Adaptations for ELLs or students with a language delay or impairment

(In this section, please describe in a thick paragraph how you will adapt this read aloud to meet the needs of either your ELL student/s, or a student with a language delay or impairment. Use your readings as a source of the strategies and be as specific as you can in reference to this particular lesson).

8. Additional related books:

A Pocket for Corduroy

Tell Me About your Day Today (Mem Fox), about a boy who loves to talk with his stuffed animals

"Little Bear" books (Maurice Sendak, books about another bear character)

Koala Bears (informational, preschool)

Baby Polar Bear (informational, preschool)